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ABSTRACT

The document is one of two containing scripts meant to be used with filmstrips as part of in-service teacher training workshops arising from the National Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students. The scripts are for filmstrips entitled "Individualizing Instruction for Disadvantaged or Handicapped Students" (parts of a learning package are explained), "Instructional Media for the Disadvantaged or Handicapped Student" (defining the term and establishing guidelines for media selection), "Understanding the Attitudes of the Disadvantaged or Handicapped Student" (a Discussion of attitude types and causes), and "Vocational Education for the Disadvantaged or Handicapped Student: Innovative Practices" (an explanation of inward and outward viewpoints). Each filmstrip is an instructional module which can be used separately or in conjunction with the others. Scripts may be edited to suit local needs. (AG)

ED 086818

The AMIDS IN-SERVICE TEACHER TRAINING

workshop

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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for Vocational Educators of Disadvantaged and Handicapped Students

SUPPLEMENTARY MATERIALS - Part B

CE 000847

about this booklet

There are four booklets in this training package which is a by-product of the National Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students. This project was sponsored by the Bureau of Adult, Vocational, and Technical Education of the U. S. Office of Education.

The first booklet is the final report on this project. The second booklet, which has a blue cover, is entitled "Planning, Conducting, and Evaluating the In-Service Training Workshop." The third booklet, which is green in color, is entitled "Supplementary Materials - Part A." The materials contained in it, and this one, "Supplementary Materials - Part B," were designed to assist state or local school administrators in conducting effective In-Service Teacher Training Workshops for Vocational Educators of Disadvantaged or Handicapped Students.

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Part Three:

CREATIVE TEACHING TECHNIQUES

Nearly 2.5 million students leave our normal education system each year without adequate preparation for a career. This total includes those who graduate from a general high school course where they have had little or no opportunity for vocational training or guidance. The total also includes an estimated 750,000 students yearly who drop out of school before completing high school. Their reasons for dropping out of school are many but two stand out: the absence of a curriculum that they perceive as being useful or worthwhile; a lack of learning activities that they find interesting and challenging.

Filmstrip # 5

1 INDIVIDUALIZING INSTRUCTION FOR DISADVANTAGED OR HANDICAPPED STUDENTS:

2 THE LEARNING PACKAGE APPROACH

3 Almost everything that we buy and use these days comes to us in convenient brightly colored, packaged form.

4 Packaging has even invaded the field of education. In order to improve the learning process, instructional material is now being personalized for the individual learner. This individualized instructional material is known as the learning package.

This program is concerned with the learning package designed specifically for students who need help to succeed in vocational training. 5 This learning package is designed for the disadvantaged student who has special needs resulting from poverty, neglect, delinquency, or cultural and linguistic isolation. 6 This learning package is also tailored to the special needs of the handicapped student who suffers some form of health impairment, is mentally retarded, or is seriously emotionally disturbed.

7 The learning package approach can be used for all kinds of subjects and can be designed for any kind of learner, young or old, slow or fast, disadvantaged or handicapped. Each package is different but each package has certain characteristics which are similar to the packages found in the local super market. They are designed to gain attention and to make using both easy and convenient.

8 The purpose of this program is to explore the learning package. The starting point of this exploration is to define the term, "learning package". 9 The learning package is simply "an instructional program designed to enable the learner, or learners, to achieve a specific learning objective or objectives." 10 The learning package is usually designed for self-study or individual learning but it may also be used for group learning. However, when the learning package is used in a group setting, all learners should have the same learning needs and the same

learning abilities. In such a group, learning is still on an individualized basis because it is tailored to the individual needs of each member of the group.

11 One of the features of the learning package is that it actively involves the learner. It does so by using a variety of instructional media in the learning materials. In fact the learning package may include any kind, or any combination of instructional media.

12 Now, from this brief definition of the learning package, you may have the impression that there is nothing new about this approach - that the learning package is just another case of re-inventing the wheel. Well, in a way you are right. There is a very close similarity to some of the techniques used in developing curriculum materials in the past. 13 There is one big difference, however. 14 The learning package is designed to insure successful learning by the disadvantaged or handicapped student in a vocational setting.

Now that we have a working definition of the learning package, let's get more specific about exactly what a learning package is. Let's take the cover off the package and find out what it usually contains. MOST learning packages - not ALL - are made up of two parts. Part One is for the teacher. Part Two is for the learner. 15 Let's look first at what goes into Part One, then we'll look at Part Two. Then we'll examine how the parts are put together. 16 The first item that goes into the design of Part One of the learning package is a brief description of the general competency area involved in this particular learning package. 17 By "competency" we mean the ability a student will need some time, some place in the future to function successfully under certain conditions. Usually competency consists of three kinds of learning. 18 To function successfully, the student requires a body of knowledge, must have special psychomotor skills, and often will be expected to display certain attitudes appropriate to the situation. 19 In vocational education, learning packages are generally concerned with the competencies that are required to succeed on the job. Through observation and analysis of what is required on the job, we can determine the needed competencies. 20 In other areas, competencies can be identified that a student may need in order to function as a citizen, a parent, a member of the family, or as an individual living today in a modern society. One of the major decisions the learning package designer must make is <u>what</u> and <u>how much</u> a student requires to be competent. There are very

fine shadings between the "must know", the "should know", the "nice to know", and the "no need to know." (21) The curriculum developer must aim for the center of the target and insure that the "must know" kinds of things receive first priority.

A single learning package can not include all of the "must know" things that make up the entire competency. This brings us to the second item that should be clarified in Part One of the learning package. (22) This is the Specific Learning Objective that the learning package is designed to achieve. The learning objective should be stated to give these three things: (23) the expected behavior or performance of the student; the conditions under which the student will perform; the standards or criteria for that performance. In other words learning objectives should provide answers to these three questions:

(24) 1. Exactly what is it that you expect the student to be able to do as a result of this learning experience?

(25) 2. What are the limitations or conditions under which the student will perform? (These should be as similar to the actual, on-the-job situation as possible.)

(26) 3. How well must the activity be done? These are the standards the student's performance is measured against to determine success or failure and whether or not learning has taken place.

(27) The third item to be included in Part One of the learning package is the instructions for use. Remember, Part One is prepared for the instructor who will be using the learning package in the classroom or shop. These instructions should tell the instructor how the learning package is to be used, the kind of student it was designed for, whether it is for self-study by the student or for learning in a group, and any other information the instructor needs in order to use the learning package effectively. (28) The next two items that are usually included in Part One of the learning package are the keys, or the correct responses to the pre-test and post-test. We'll talk about the purpose and form of the pre-test and post-test in just a minute when we look at Part Two of the learning package.

29 The final item in Part One is a listing of additional sources or references useful to the teacher, and other activities that can be used as supplementary learning experiences for the student. These are the items that make up Part One of the learning package - 30 the part that is designed for the teacher who will be using the learning package. In many cases, of course, the designer and the teacher who uses the learning package are the same person. Part One, in these cases, becomes useful to another teacher, or a school administrator or supervisor who may refer to Part One for a concise description of the learning package.

31 Now let's look at the other part - Part Two of the learning package. This is the part that is designed with only one person in mind - the student who will be actively involved in learning by means of the learning package. Part One, which we have looked at, is in written form. 32 Part Two may also be written or printed. 33 It also may be placed in some other form, such as a tape recording. If the learner does not read well, print should be avoided. But no matter how Part Two is presented to the learner, it should include several important items. Let's look briefly at each of these items.

34 The first item in Part Two is the "rationale." In language which the student will easily understand, we tell the student what the purpose of the learning package is, what the student will learn, and how this learning fits in with what has already been learned and with what will be learned in the future. The way we communicate the rationale has a direct effect on how well the student is motivated to learn. 35 The rationale also serves as a contract between the teacher and the student. It tells the student what can be learned; it also states what must be done by the student in order to learn. This information helps the student in setting learning goals.

36 The next essential component of Part Two is a set of directions. These directions tell the student the materials he or she will use, how the materials are to be used, and which activities are required and which are optional, if there are optional activities.

37 Now we come to an item that is usually, but not always a part of the learning package. This is the pre-test. If you are not sure how much the student knows or what he or she can do, a pre-test is very important. It tells you, and the student, whether or not he or she needs this particular

learning package. If the student sails right through the pre-test, of course, the student can skip this learning package and move on to the next one.

38 Although the pre-test may not always be necessary, the post-test is an essential item in Part Two. The post-test may also appear in different forms but it has one primary purpose: to determine whether or not learning has taken place. It should provide evidence of whether or not the learning objective has been achieved and to what degree. It serves as a means of providing the teacher and the student with information that is essential in planning the next step in the learning process.

39 So, as you see, we have briefly described these four items that make up Part Two - the student's part - of the learning package. However, the most important item has not been mentioned yet. 40 This is the major item in the learning package: the LEARNING MATERIALS. As mentioned in the definition of the learning package, the learning materials can consist of any kind or combination of instructional media. Creating these learning materials is the big challenge.

Now that we have examined the contents of the learning package, the question we face is this one: 41 "How do we do it?" In other words, how do we actually perform the process of packaging learning? How do we put it all together? The remainder of this program will tackle these questions. 42

We'll start with Part One of the Learning Package. 43 This means that the first task in developing a learning package is to identify the broad competency area in which the student needs to become functional. 44 Next, we must break this competency down into the various skills, knowledges, and attitudes that are involved. When this step is accomplished, we can narrow our goal and zero in on a specific learning objective. 45 This objective should be stated in performance terms by specifying the expected behavior, the conditions, and the standards of acceptable performance. By now we have established a firm fix on the <u>content</u> of the learning package. The next step in the packaging process will help to select the <u>means</u> of accomplishing the learning objective.

46 In this step, the focus is on the learner or the student. The key factors to consider are the student's learning style and capabilities, interests and desires, and special needs. These factors will be highly important in making the decisions required in the next step of the process.

47 Now we are ready to decide on the <u>method</u> and <u>media</u> to be incorporated in the package

package can be used for either individual or small group learning. 61 Overhead projection transparencies are also often used in learning packages for both individual and group learning. 62 Some learning packages incorporate motion picture films which can be either commercially produced or teacher-made. 63 Recording tape of all kinds, including videotape for television, can be used very effectively in learning packages. 64 Special types of recording equipment that combines audio, visual, and tactile stimuli can also be used in learning packages designed specifically for physically handicapped students.

Teachers and curriculum developers who have had training and experience in putting together learning packages will often tell you that it is not a difficult or impossible undertaking. 65 They will also tell you, however, that it is a competency that demands both skill and "know-how."

66 To conclude this program with a few tips that may add to your "know-how," here are a few suggestions about learning package design:

67 DO keep the learning package simple. This is especially important if you are designing the package for students who have learning difficulties or limited span of attention.

68 DO keep the learning package small. Don't try to accomplish too much with one learning package and don't try to cram everything into one package. A series of small packages will be more effective.

69 DON'T worry about creating a "perfect package." Try to make the learning package as attractive and craftsmanlike as possible. But it does not have to be a "professional-looking" package to be effective. Students recognize the efforts that go into teacher-made learning materials and this in itself can often be a motivational factor.

70 DON'T expect "instant miracles." You should not expect the learning package to solve all of your instructional problems. Developing instructional materials that will help the disadvantaged or the handicapped student to overcome his or her learning limitations is not an easy task. It is a challenging one that requires a great deal of time, effort, and patience. 71 However, when the teacher can rise to this challenge - can actually see the disadvantaged or handicapped student begin to achieve success - it is one of the most satisfying and rewarding moments in a teaching career. The time and effort is well-spent when measured by the ultimate success of the learner.

A CHECKLIST for creating

learning packages

1 *Identify the COMPETENCY*

A competency is a broad area in which the student needs to be able to function successfully. For example, in an occupational field a competency would be a major task. This major task would be identified through job analysis. A competency can also be the ability the student will need to function effectively as a citizen, a consumer, or as a member of the family and the community.

2 *Determine the SKILL, KNOWLEDGE, or ATTITUDE involved*

A competency will usually consist of a combination of required manipulative skills, a body of essential knowledge, and attitudes appropriate to the setting and situation. A single learning package can rarely include all the learning that is essential to achieving a complete competency. The learning package will therefore focus on one specific aspect of the competency.

3 *Specify the desired LEARNING OBJECTIVE*

STATE THE FOLLOWING:

- EXPECTED BEHAVIOR
- CONDITIONS
- STANDARDS

4 *Consider the LEARNER*

TAKE THESE INTO CONSIDERATION:

- LEARNING STYLE AND CAPABILITIES
- INTEREST AND DESIRE
- SPECIAL NEEDS

5 *Decide on METHOD and MEDIA*

ANALYZE THESE FACTORS:

- INDIVIDUAL OR GROUP LEARNING ?
- AVAILABILITY OF MATERIALS?
- SUITABILITY OF MATERIALS?
- PRINT OR NON-PRINT MATERIALS?

6 *PUT IT ALL TOGETHER!*

PART ONE - FOR THE TEACHER

- Description of the Competency
- Specific Learning Objective
- Instructions for Use
- Key to Pre-Test
- Key to Post-Test
- Additional Sources, Activities

PART TWO - FOR THE LEARNER

- Rationale
- Directions
- Pre-Test
- Post-Test
- Learning Materials

The Learning Package -

DEFINITION:

A learning package is an instructional program designed to enable a learner (or learners) to achieve a specific learning objective (or objectives.) The learning package may be designed for individual or group learning. If it is used in group learning, however, it must meet the individual needs of each learner in the group. The learning package may contain any kind, or combination of, instructional media.

TIPS for the design and production of teacher-made learning packages:

DO- . . .determine your specific learning objective BEFORE you start putting your learning package together. . . keep your student's learning abilities, learning limitations, and learning preferences in mind as you plan the learning package. . .consider all of the decision-factors when you select the instructional media. . . keep the learning package compact, simple, and easy for the student to use. . .add a bit of fun to the learning package whenever you can.

DON'T- . . .try to cram all of the learning needed to achieve a complete competency into one learning package. . .don't try to design a learning package that will fit the learning style of every student in your class. . .don't make the learning package too complicated for easy use by the student. . . don't worry about your efforts looking "amateur-ish". . .don't expect perfect results from your learning package without refinement or modification. . .don't be discouraged with your first attempts.

Filmstrip # 6

(1) INSTRUCTIONAL MEDIA FOR THE DISADVANTAGED OR HANDICAPPED STUDENT

(2) One of the primary purposes of the Vocational Education Amendments of 1968 was to provide the special services, materials, and equipment needed to help students with special needs to succeed in a vocational education program. (3)

One of the most effective ways this special help can be provided is through the use of instructional media in vocational education classrooms, shops, and laboratories. (4) The purpose of this presentation is to explore the role of media in vocational education for the Special Needs Student. (5)

Four areas of concern will be examined:

(6) 1. The meaning of the term, "instructional media."

(7) 2. The teacher and the Special Needs Student.

(8) 3. Instructional media and the Special Needs Student.

(9) 4. Guidelines for selecting instructional media.

The term "instructional media" has received many interpretations, some narrow and others broad. The word "media" itself has several different definitions. However, the most common one is that a "medium" is a "means." Using this as a basis, the term "instructional media" can be defined rather simply as - (10) ". . . the means used to communicate an instructional message to a learner."

Within this broad definition of the term, there are many different kinds of instructional media. (11) Some are as uncomplicated as the chalkboard; others are as complex as the educational television studio. (12)

This program will not attempt to examine specific types of media because we are more concerned with how instructional media, in general, can help the Special Needs Student to succeed in learning. With this in mind, let's look at the relationship between the teacher, instructional media, and the Special Needs Student. (13)

This relationship should be one in which both the teacher and the instructional media have the same objective: (14) to help the student to learn. It is not a matter of the teacher being replaced by a "teaching machine." It is a matter of establishing a hand-in-hand, working relationship. (15)

Although instructional media makes "individualized instruction" possible, it is the teacher's presence that makes truly "personalized instruction" an actuality. Let's look briefly at some of the ways in which the teacher gives a personal touch to learning. These are the things that the teacher does best. (16)

The teacher establishes a close, personal relationship with students. (17) The teacher, in other words, gets to know his or her students - their needs, their interests, their aptitudes, and their attitudes. This is the starting point from which a plan for learning can be developed for each individual student. (18) This diagnosis must occur before any decisions about instructional methods or media can be made.

Next, the teacher can be the primary motivational force in the student's life. (19) By the interest the teacher shows in the student, and in the way the teacher tries to help the student overcome learning limitations, the teacher can provide the inspiration to succeed. (20) In fact, with many disadvantaged students, the teacher may often become a model they will emulate because in their own environment they have encountered few successful adults whom they can admire. In the same way, the teacher of the handicapped student can become the daily source of encouragement the student needs so much to build a stronger belief in his or her abilities. The teacher can help the student to believe that success is possible.

The teacher can also encourage the student to succeed in ways the student may not have thought about. (21) The student may have achieved little success in regular studies but may possess undiscovered creative talents. (22) The teacher can recognize such talents and can help the student to develop these talents and to capitalize on them. An entire career may thus be opened up for a youngster who was previously destined for a life filled with dull, monotonous, unrewarding jobs. This is especially important for handicapped students. Many can overcome physical limitations in

occupations which require artistic or creative abilities.

Now, let's look at the other side of this relationship, at the role of instructional media on this teaching team. 23 Here are a few of the ways in which instructional media can help the disadvantaged or handicapped student to succeed. 24

Instructional media can arouse and maintain the interest of students, even students who have displayed little interest in learning in the past. 25 This is often the case with the Special Needs Student. School has long ago become a place where one finds little that has meaning or is interesting. School is where the day is long, tedious, and boring. School is where what one is supposed to learn seems to have little to do with one's past, present, or future. School is where one goes until one is old enough to drop out.

Although instructional media cannot perform miracles, it can help the teacher to reach the disinterested student. 26 It can induce the turned-off student to turn back on to learning. This can happen because, through media, we can grab the student's interest in three ways. 27

We can appeal to the curiosity of the student. 28 Even the most apathetic student has a certain amount of curiosity about what is going on in the classroom. If the teacher can take advantage of this curiosity, the door may be opened to learning. 29 This can be done with instructional media techniques as simple as using a revelation technique to show sections of an overhead projection transparency, one section at a time. The student is curious about what will be shown next. 30 The same thing can happen when the teacher creates an eye-appealing bulletin board or display by adding one new item each day. 31 The student becomes curious about what will be added next. 32 The student is suddenly interested and may begin to form a more positive attitude towards learning. 33

The teacher can also increase the interest of the student in what is happening in school by using instructional media to add some variety to the daily routine. 34 All students enjoy a change of pace. All students - and especially Special Needs Students - are bored by a constant flow of "teacher-talk." 35 The traditional lecture is probably the least effective teaching method with Special

Needs Studen.. in contrast, students often "come alive" when learning involves viewing a film, 36 or listening to a recording. 37 They become more alert, more receptive to new ideas, more responsive.

Instructional media also introduces another interest-arousing element into the classroom. 38 This is movement. Students need to be able to move. When they are forced to sit, to listen, they quickly become bored and begin to fidget. They need to move, to release energies. 39 Frequently, they find release in disruptive, non-purposeful activity. This need for movement can be channeled into purposeful activity through the use of instructional media and related learning activities. 40

Another major task that is performed by instructional media is that of explaining verbal concepts. 41 This is a task that is very critical to the learning success of the disadvantaged student who has a limited vocabulary or other language difficulty. It is also important in the learning of the mentally handicapped student. Words alone do not always convey meaning. 42 In fact, words may become a barrier to communication between the teacher and the student. Through the use of instructional media, the teacher can explain the idea that is being communicated. 43 In other words, media helps the student see what the teacher is saying.

A similar function that makes media an important factor in learning is that of clarifying relationships. 44 Sometimes students with special needs have difficulty "seeing the big picture" because they cannot perceive how all the parts of the picture fit together. 45 For instance, the automotive instructor may have little success in explaining what makes an automobile run if the student does not grasp the relationships of the various parts of the automotive power system. 46 A health occupations instructor will have the same difficulty explaining what makes the human body function if students cannot understand the relationships between the muscular and skeletal systems. In both examples - the automotive and the health occupations field - the relationships can be clarified through the use of instructional media.

47 Another valuable service that can be provided to Special Needs Students through the use of instructional media is the capability media offers to expand the classroom. 48 Most Special Needs Students have had limited or few cultural experiences. Some, in fact, have rarely left the

immediate neighborhood in which they live. Through the use of media, such as films, slides and television, the instructor can bring the outside world into the classroom. This can broaden the student's horizons and perhaps help him or her to see new occupational avenues that could be open.

These are only a few of the major, general functions of instructional media. 49 There also are many specific ways in which media can be used to help solve instructional problems. 50 For example, media can be used effectively in remedial language or computational training that many Special Needs Students must have to succeed in vocational education programs. 51 Media can be used to relieve the teacher of repetitious drill and free the teacher for more personalized instruction. 52 Media can help the student to learn the nomenclature and vocabulary of a trade as well as the tools and equipment that are used in that trade. 53 Media can be used to help the physically handicapped student, such as the blind or deaf student, to learn efficiently and overcome the physical handicap.

In other words, instructional media makes good instruction even better. 54 Media makes instruction more understandable, more interesting, and more relevant to the student. 55 Now, here are a few guidelines for selecting media for disadvantaged or handicapped students.

Anyone responsible for making decisions about instructional media should be aware that two factors are involved: 56 the materials, usually referred to as the "software", and the equipment, usually called the "hardware." Both factors should be considered in selecting media. The decision-maker should consider these questions concerning the "software" -

57 . How much material is available?

58 . What is the quality of the material that is available?

59 Is the material up-to-date?

60 . Does the material fit the learning needs, and learning styles or capabilities of our students?

61 . Does the material fit the instructional methods we are using?

62 . If appropriate material is not available, is it feasible to produce our own locally?

In respect to the "hardware" factor, these questions should be raised - 63

- Is the equipment easy to operate and convenient to use?
- Will the equipment require maintenance?
- If maintenance is required, how will this be done?

All of these questions should be considered before the cost is considered. 64 Cost, of course, will be an important factor and often will be the deciding factor. It should never be the only factor considered, however.

65 In summary, instructional media and the instructor can make up an effective teaching team. 66 Working together, each doing what each does best, the result can be successful achievement on the part of the disadvantaged or handicapped student.

SUGGESTED DISCUSSION QUESTIONS FOR FILMSTRIP 6

1. How can instructional media increase the teacher's effectiveness?
2. What are the three elements that can be utilized in the design of instructional materials to arouse and maintain student interest?
3. How can media be used to help the teacher explain verbal concepts? (Give examples.)
4. How can media help to clarify relationships for the student? (Give examples.)
5. What is meant by the statement, "media can expand the classroom"?
6. Why is this important to the Special Needed Student?
7. Why should both "software" and "hardware" be considered in selecting instructional media?
8. What are some of the factors to consider in the selection of hardware?
9. What are some of the factors to consider in selecting software?

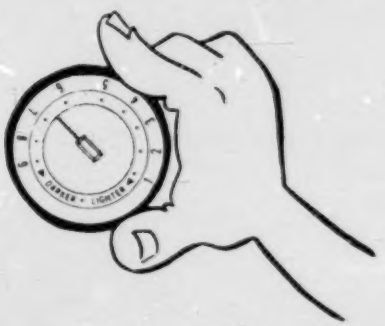
How To Make
INFRARED
Overhead Transparencies

REMEMBER, these helptul hints.

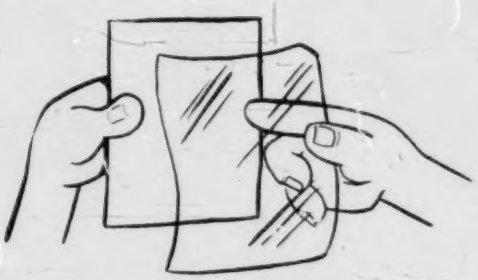
1. Keep your transparencies simple.
2. You may use blue line pencil for your layout work—color will not reproduce.
3. Use No. 2 graphite pencil or India ink for your finished art work.
4. You may use black line art work, and lettering from coloring books, magazines, newspaper, etc.
5. Color will not reproduce.

SELECT the proper setting of the dial. If your transparency is too light, set the dial to a darker setting. If transparency is too dark, set the dial to lighter setting.

1.



2.

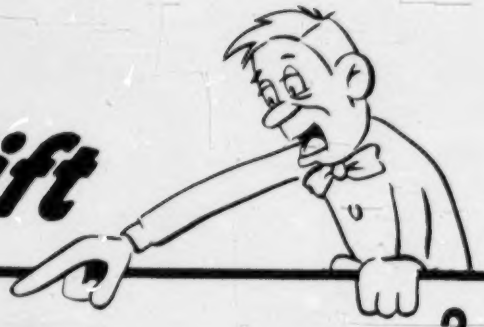


PLACE the sheet of transparency film over your original. Make certain the notch on the film is in the upper right hand corner.

3.

INSERT the transparency and original through the copy machine with the transparent sheet up.

color lift SLIDE



1

"CLAY-TEST" MAGAZINE to determine suitability for use. Lightly rub a moist finger over an unprinted area. If a white chalky residue appears on the finger, this indicates the paper is clay-coated and is suitable for this process.

2

PEEL PAPER FROM ACETATE by first "flicking" back one of the corners. This will help release the paper and allow for easy peeling.

3

PRESS MAGAZINE CUTOUT TO STICKY SIDE OF ACETATE AND . . .

4

Use CHAIR CASTER or any HARD OBJECT with rounded corners to press cutout tightly onto acetate. Apply pressure to non-sticky side of acetate.

5

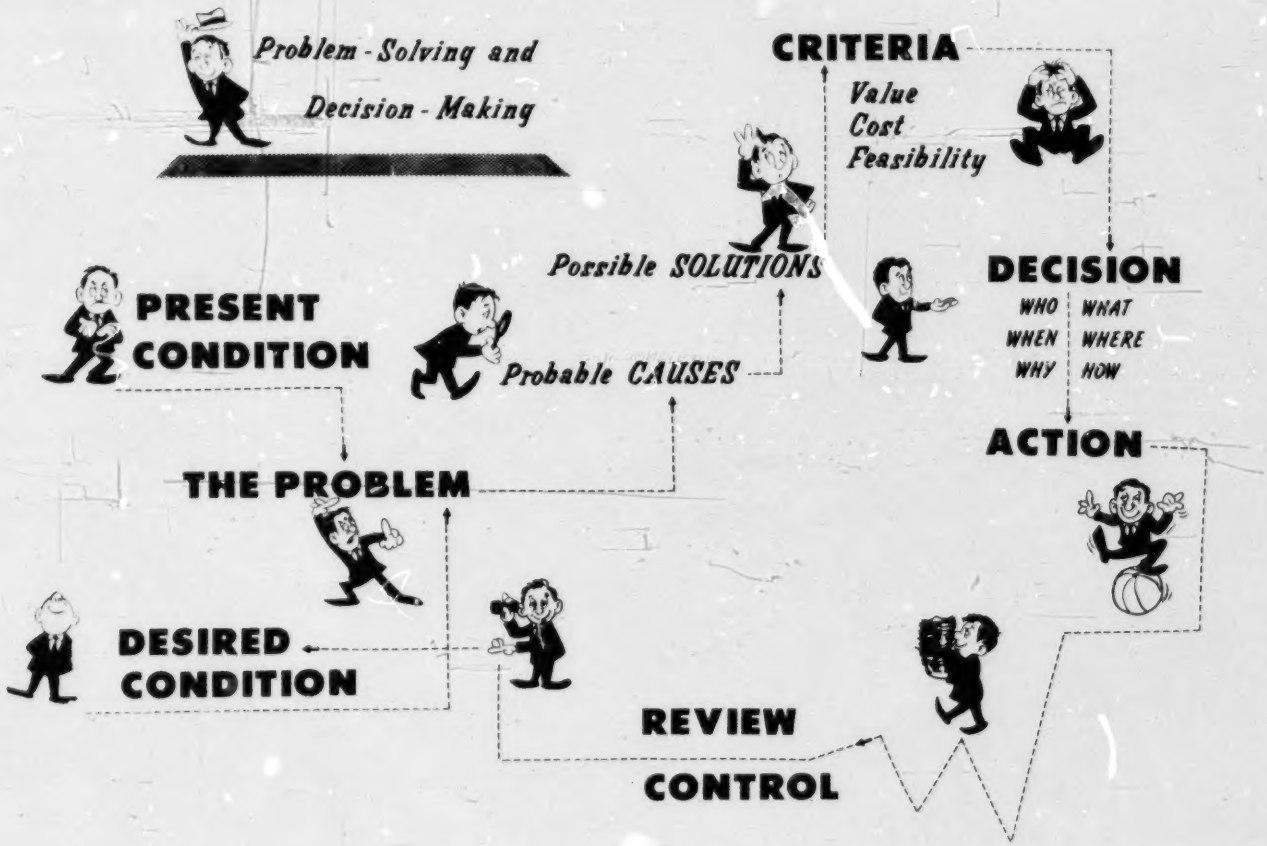
SOAK IN WATER until paper peels freely from acetate. Wash off excess clay and rinse thoroughly. Place the wet visual with . . .

6

The tacky side down onto a clear piece of acetate. Now place your slide between paper towels and roll with caster as in step no. 4 YOUR SLIDE IS NOW READY!

Brain-Storming:

A technique for creative problem-solving



Brain-storming can be a valuable technique in solving problems. It helps open avenues to unique, innovative, and creative solutions. It gets the problem-solver to thinking about new ways, not the same old approach to the same old problem.

Brain-storming is of particular importance when the problem-solver gets to the place where he is trying to identify as many possible solutions as he can. By using the brain-storming technique, either individually or in a group, a larger number of ideas can be generated. In this way a wider scope of alternatives is available for measurement against criteria and decisions can be based on several options instead of just a few.

Brain-storming can also be used as a teaching technique. Students are sometimes reluctant to express their ideas, even when the teacher encourages them to do so. By introducing students to brain-storming, the teacher can provide a non-threatening environment in which students become actively involved and in which creativity is cultivated and flourishes.

Brain-storming works and this is why it has become a standard approach to solving varied problems in all levels of industry, the government and the armed forces. It can be a very valuable technique in any organization because it taps a vast resource of ideas that have always been bottled up before. The results are often surprising and rewarding. So let's take a closer look at this technique of idea generation that is known as "brain-storming."

Rules for Brain-Storming.

RULE ONE: Criticism is FORBIDDEN

To make the technique of brain-storming work effectively, a few simple rules must be observed. The first of these four rules is absolutely vital to the success of the entire venture. Any kind of criticism is forbidden. No one is permitted to express any kind of judgment or evaluation of any idea that is contributed.

By eliminating criticism, the threat of criticism and ridicule is removed. No one feels inhibited about speaking out. They know that the evaluation of ideas is not a part of brain-storming. (Evaluation of the ideas comes later, after the brain-storming session.)

RULE TWO: VOLUME is the GOAL!

Ground rule No. 2 is a reminder. It reminds everyone of the real goal of brainstorming. This goal is the greatest volume of ideas possible in a short period of time. Each participant works towards this goal. He gets into the spirit of the session by making sure that his brain is actively engaged and in high gear.

RULE THREE: "FREE-WHEELING" is ENCOURAGED!

The third ground rule is established to help produce the desired high volume of highly imaginative ideas. Rule three states that "free wheeling" is encouraged. Free wheeling means that even the most unusual and way-out idea is always welcome. Even though the unique idea may appear to be in the "screwball" category, it may be a most valuable idea because of its originality.

RULE FOUR: "PIGGY-BACKING" is PERMITTED!

Rule No. 4 gives you permission to hop on somebody else's idea and change it into a brand-new idea of your own. Often one idea will trigger another idea. A chain reaction takes place. Sometimes two ideas can be combined to produce another one. So "piggy-backing" on previous ideas is not only approved, it is highly recommended.

Part Four:

INTERPERSONAL RELATIONSHIPS

Meeting the NEEDS of students

Individual students have individual needs. Students. vary in interest and motivation as well as in learning capabilities. Students who encounter difficulty in achieving learning success because of their social, cultural, linguistic, or economic background and students who are handicapped physically, mentally, or emotionally need special help and understanding. Teachers who can provide this help and understanding are the vital foundation of successful vocational programs or services for Special Needs students.

Filmstrip # 7

1 UNDERSTANDING THE ATTITUDES

OF THE DISADVANTAGED OR

HANDICAPPED STUDENT

2 One of the greatest challenges for the teacher of the student with special needs - the student with handicaps of social, cultural, economic, physical, mental, or emotional nature - is the challenge of helping this student to form positive attitudes. For the teacher who has taught only the advantaged or non-handicapped student, this challenge may appear to be overwhelming. The attitudes that the disadvantaged or handicapped student may display towards the teacher, the school, and about the entire teaching-learning process may appear to be an impossible obstacle to learning success.

Although it is true that negative attitudes can block the students from the acquisition of the knowledge and skills they must have to succeed, it is not true that these attitudes cannot be modified and changed to a more positive attitude that makes learning possible. 3 This change, however, will not occur unless the teacher is able to understand the causes of negative attitudes and is prepared to help the student change or modify such attitudes.

The purpose of this program is to raise, and perhaps answer at least partially, these four critical questions about student attitudes:

4 One: What is an "attitude"?

5 Two: What are some of the attitudes frequently manifested by students with special needs?

6 Three: What are the most common causes of these attitudes?

7 Four: As vocational educators, how can our actions and our attitudes affect student attitudes?

Let's look first at the question of what is an attitude. An attitude, as defined by the dictionary, is an outward manifestation of a person's internal feeling, mood or opinion. An even simpler definition might be this one: 8

"An attitude is a general tendency of an individual to act in a certain way under certain conditions." 9

This attitude, or general tendency, can be visibly displayed in two kinds of action - 10 what the individual DOES, and what the individual SAYS. 11

These two things - the doing and the saying - make up the individual's response to something. This "something" can be almost anything. 12 For instance, the response can be to a certain subject or object; to an activity or a situation; to a person, which could be another person, a group of persons, or one's own person.

In some cases we respond to this "something" in a positive manner. 13 We are attracted to it, we "warm" to it. We form "favorable attitudes" about this something - 14 and we make what can be called an "approach response" towards this something, whatever the something may be.

On the other hand, if we form a negative attitude towards something, our tendency is to move away from it. 15 This response can therefore be called an "avoidance response." 16

As teachers, we must be concerned with student attitudes. 17 We must also be keenly aware that the only real clues to a student's real attitude is what that student does - and what the student says. This adds up to the response to something and is the manifestation of the attitude the student has about something. 18 Teachers do a grave injustice to any student, but especially the culturally or ethnically different student, when they make snap judgments about attitudes which are based only on the student's appearance or on the teacher's intuition. Both can be misleading. 19

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We can identify by what a student does or says how that student feels about something. 20

These are the clues to attitudes. A positive attitude is evidenced by an approach response. A negative attitude is reflected in an avoidance response. The teacher who is alert to these responses will also be concerned with the causes of responses, especially when the response indicates a negative attitude towards learning. 21

There are three primary sources of influence that make students tend either to a positive or a negative attitude in a school setting. These sources of influence are:

22 . the conditions that surround a subject,

23 . the consequences that result from contact with the subject, and

24 . the way others react toward a subject.

25 If a student enjoys a pleasant experience when in contact with a subject, person, object, or situation, the student will tend to form a positive attitude based upon the pleasing conditions encountered. 26 Then, if the consequences of coming in contact with something are satisfying and if others feel the same way, the result is an approach response - a positive attitude on the part of the student.

27 On the other hand, if the conditions are unpleasant, if the consequences are less than desired or hoped for, and if others also react negatively, the total effect is an avoidance response - a negative attitude. 28

The teacher's primary concern must be with the behavior which results from the student's inner feelings. 29 And before the teacher can mold or modify behavior, he or she must try to understand what the student's inner feelings are and, even more important, why the student feels a certain way.

It is, of course, impossible to draw a complete, accurate, composite picture of the attitudes of all disadvantaged or handicapped students. 30 Each is different. 31 Each is unique and special. Each is an individual with certain aspirations, capabilities, interests, feelings, concerns, and attitudes. However, there are certain behavior patterns that frequently occur and these give evidence of certain attitudes that are commonly held by most students with special needs. Some of these attitudes, and the responses or behavior patterns resulting from these attitudes, are:

32 Attitudes about self

Many Special Needs Students have had few, if any, successful experiences in or out of school. This has conditioned them for failure. They are convinced that they are "born to lose." They have a negative self-image and a low estimate of their own competencies. 33

In the school setting, this attitude is reflected in their verbal responses and in their non-verbal actions or lack of action. That is, they may react to instruction in a vocational area by saying, "I know I can't ever learn to do something like that. I'm too dumb." More often, however, the teacher will have to be alert to non-verbal clues. 34 The student may express his or her feeling of fore-ordained failure by simply doing nothing, by not trying, by sitting.

How can the teacher handle these responses that indicate negative attitudes about self? 35

One of the least effective things the teacher can do is to re-inforce this feeling of probable failure. Any indication, verbal or non-verbal, that tells the student that he or she is not expected to succeed becomes what is termed a "self-fulfilling prophecy." The student who is expected to fail, fails.

36 The teacher should try to convince the student that success is possible by making sure that the student can and will succeed. This often means providing small successes in the learning process, tasks which the student can accomplish and upon which he or she can build greater success in the future. 37

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38 Attitudes about others 39

Frequently, the Special Needs Student has negative feelings about other people and society at large. 40 This feeling often grows out of a deep concern about what one author has called "disconnectedness". This feeling of not belonging, of being different, often is manifested in an attitude of distrust, which is displayed in disruptive behavior and angry words. 41

There is no quick and easy way to change these behavior patterns. The school can provide an environment in which it is possible for the change to take place. 42 The school can become the one place where the student does not fear rejection, or feel that he or she must always be on the defensive. Students can begin to realize that individuals need not always be limited to the social and economic status into which they were born.

These changes in deeply felt attitudes rarely occur overnight. Usually, it is a gradual process which must be built upon the teacher's patience, guidance and empathy. The school can make it possible for the student to feel and actually be a part of the school system. 43 Students can be given the opportunity to participate in decisions concerning student government, extra curricular activities, and rules of conduct and dress. When students begin to think in terms of "our school," when they feel that the school authorities understand and respect them as individuals, then, and only then, can they begin to show trust and mutual respect. 44

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45 Attitudes about the future

This third major area of concern is very closely related to the other two. If the disadvantaged or handicapped student has little faith in his or her own abilities and feels separated from the mainstream of society, he or she will naturally feel pessimistic and cynical about the future. 46 This is manifested when the student says, "Even if I could learn to do it, I couldn't get a job. Who would hire me?" This feeling is the root of much of the alienation between disadvantaged youth and the so-called "establishment." Students often feel, in their own words, that there is "no way I can ever make it. . . no way I can beat the system." 47

With this feeling that tomorrow is bound to be a bleak day, and that no matter how hard they try to succeed, they will inevitably fail, is it any wonder that Special Needs Students are often unmotivated to learn? Is it surprising that they sometimes vent their energies and frustrations in disruptive activity? When they do not receive approval and reward, when they lack helpful direction and understanding guidance, they frequently slip into anti-social behavior patterns. 48 When they feel that instruction has little or no relevance to their needs, they consider it useless

and a waste of time. When they feel that school is a long, tedious, ordeal to be endured only as long as required, they drop out as soon as possible. And when they drop out they are totally unprepared for life or a job. Then, when they encounter failure in getting, or keeping a job, they rightfully blame the school and logically believe that a return to school would be futile. 49

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50 How can we, as vocational educators, cope with these problems? How can we begin to change, or modify, these attitudes and behavior patterns? How can we convince the Special Needs Student that he or she is not trapped by environment or heredity or disability? How can we communicate the idea that the failures of the past need not be the pattern of the future?

These are hard questions. Perhaps the only place that satisfactory answers can be found is within the student's own strengths. 51 For the Special Needs Student does have strength, the strength needed to overcome handicaps and remove obstacles. The school's task is to find ways to help the student achieve his or her full potential.

The Special Needs Student, like all young people, wants to succeed, wants to do the acceptable thing, to earn approval and rewards. The Special Needs Student can be creative, motivated, and proficient in learning activities. 52

They are capable of working well and hard on a specific task which has a purpose for them. They have a tremendous capacity for close and loyal personal relationships. This is especially true of their peer relationships because they find in each other the support they need - but seldom get - from adults. However, once an adult succeeds in winning their friendship and trust, he or she will continue to receive their loyalty and support. 53

The responsibility of the vocational educator is to examine closely any special program or services provided for Special Needs Students. This means evaluating all aspects which may have an influence on the student's attitudes towards self, others, and about the future. Some of these critical aspects are -

54 . the instructional personnel

55 . the instructional materials

56 . the physical environment, and

57 . the administrative rules or policies.

There are, of course, many factors in the life of every student over which we have very little control or influence. 58 Some of these factors cause our disadvantaged and handicapped students to come to school with negative attitudes about themselves, the world in which they live, and other people - especially those people who are not like them in ethnic, cultural, or economic backgrounds. 59 As vocational educators, we cannot "cop out" by saying that there is nothing we can do about these factors. We must make every effort to ensure that the factors over which we do have influence or control are positive factors in the life of the student. We need to take time out frequently to evaluate our efforts.

60 By looking at all the many aspects of our vocational programs for students with special needs, we can determine whether we are creating a positive or a negative atmosphere for learning.

All students react negatively when they encounter certain unpleasant experiences. 61 Experiences like -

- . pain
- . discomfort
- . fear or anxiety
- . humiliation
- . embarrassment
- . boredom
- . frustration

For the disadvantaged or handicapped students, these experiences may produce a permanent avoidance response. They become completely "turned-off on learning."

All students react positively when learning experiences are built upon these foundations - 62

- . opportunities for success
- . recognition of achievement

- rewards that signify achievement
- a chance to develop self-control in the learning process
- learning built upon a meaningful structure of relevant, purposeful activities
- variety in learning experiences

Although the regular student may be able to succeed when these foundations are missing, the student with special needs will have little chance to succeed if these foundations are shaky or absent.

63 To help you evaluate your own program or services - to aid you in determing whether or not you are part of the solution or part of the problem - a Student Attitude Check List has been prepared for your use. 64 It will help you to analyze whether or not your efforts are having a negative or a positive influence on the attitudes of your students. 65

NOTE: The "Student Attitude Check List" referred to above will be found on the next three pages. These pages may be reproduced to enable participants to analyze their own learning situation. The questions can also be used to stimulate group discussion. On Page 37 you will find another item that has proven useful in aiding teachers to examine their own performance and to look critically at the way they relate to their students. This page is entitled, "Levels of Empathy."

This filmstrip is based on selected ideas of the authors of these three publications:

Developing Attitude Toward Learning, by Robert Mager.
(Published by Fearon Publishe rs, Palo Alto, California.)
Toward Humanistic Education, edited by Gerald Weinstein & Mario D. Fantini.
(Published by Praeger Publishers, N. Y.)
The Youth We Haven't Served, by Barbara Kemp.
(Published by U. S. Government Printing Office, Washington, D. C.)

A CHECKLIST APPROACH
TO IMPROVEMENT OF STUDENT ATTITUDES

Instructions: Mark your answers (YES, NO, or NOT SURE). Then, take a close look at the items you checked "NO" or "NOT SURE." These could give you a clue to things that might cause your students to form negative attitudes and to make avoidance responses to you, to your ideas, or to the subject you teach.

. . . . . questions about YOU

	YES	NO	NOT SURE
1. Do you try to make it easy for your students to learn?	___	___	___
2. Do you speak clearly and use words the student understands?	___	___	___
3. Do your students understand the objectives of your instruction?	___	___	___
4. Do you allow and encourage questions?	___	___	___
5. Do you allow and encourage discussion and free expression of ideas and attitudes?	___	___	___
6. Do you allow and encourage students to pursue their special interests in your course?	___	___	___
7. Are you interested in, and enthusiastic about, what you are teaching?	___	___	___
8. Are your students actively involved in learning activities most of the time?	___	___	___
9. Are your students relaxed and comfortable in your class?	___	___	___
10. Are students given early and frequent opportunities to succeed?	___	___	___
11. Do students feel that the things they are required to do are important and worth doing well?	___	___	___
12. Are student's efforts and successes, no matter how small, given recognition?	___	___	___

. . . *questions about your instructional materials and equipment*

	YES	NO	NOT SURE
1. Do you have a sufficient variety of materials available to give the student a choice?	___	___	___
2. Do the learning materials provide the student with a chance to learn at his own rate?	___	___	___
3. Do the learning materials provide the student with an opportunity for self-appraisal?	___	___	___
4. Is the printed material written at the reading level of the student?	___	___	___
5. Are the learning materials relevant to the objectives of the course?	___	___	___
6. Are the materials appealing and interesting to the student?	___	___	___
7. Are the materials current and up-to-date?	___	___	___
8. Is there an adequate supply of materials?	___	___	___
9. Are the learning materials well-organized, easily located, and readily accessible?	___	___	___
10. Are the audio-visual materials appropriate to the subject and designed for your students?	___	___	___
11. Is the audio-visual equipment in good condition, easy to operate, and readily accessible?	___	___	___
12. Do you involve your students in the selection and preparation of the learning materials?	___	___	___

. . . . . *questions about your learning environment*

1. Is your classroom or shop adequate in size?	___	___	___
2. Do students have adequate work space?	___	___	___
3. Is the lighting adequate?	___	___	___
4. Are the acoustics adequate?	___	___	___

	YES	NO	NOT SURE
5. Does the seating arrangement encourage your students to contribute and interact?	___	___	___
6. Is the noise level reasonable?	___	___	___
7. Do you have convenient facilities for the use of audio-visual equipment and materials?	___	___	___
8. Is the temperature generally comfortable?	___	___	___
9. Is the classroom or shop decorated in attractive, eye-appealing colors?	___	___	___
10. Is there space for posters and displays?	___	___	___
11. Do your students take a personal interest in the appearance of your classroom or shop?	___	___	___
12. Do you encourage your students to make suggestions to improve your learning environment?	___	___	___

. . . . . questions about your administrative rules or policies

1. Do students participate in making rules and policies?	___	___	___
2. Are the rules and policies based on reason, not administrative convenience or tradition?	___	___	___
3. Are new students made fully aware of the rules and policies?	___	___	___
4. Are grades related to individual achievement of learning objectives?	___	___	___
5. Are the achievements of students recognized by the administration?	___	___	___
6. Are the achievements of teachers recognized by the administration?	___	___	___
7. Does the administration encourage teachers to try new methods, to be creative?	___	___	___
8. Are administrative procedures streamlined and paperwork kept to minimum essentials?	___	___	___
9. Are teachers provided time to plan and to improve instruction?	___	___	___
10. Do administrators reward more than punish?	___	___	___
11. Are the administrators easily accessible to students and teachers?	___	___	___
12. Does your administration facilitate or hinder learning ?	___	___	___

LEVELS OF EMPATHY

Level One

Does everything but listen, understand, or be sensitive to even the surface feelings of the other persons. Words indicate disinterest or hostility and have a destructive effect. Indicates disapproval of other person by offering unsolicited advice and telling him what would be "best" for him. Does not give the other person a chance to discuss personally relevant material.

Level Two

Responds to surface feelings of the other person but ignores deeper feelings. Frequently misinterprets feelings of other person. Responds in a "purely professional manner." Responses have a rehearsed, false, quality. Displays a lack of concern or interest in many ways. Responds mechanically and remotely to personally relevant material introduced by the other person.

Level Three

Almost always responds to surface feelings of other person. Not really aware of who that other person really is like underneath. Appears to make appropriate responses which are sincere but which do not reflect any real involvement. Commits little of self. Communicates a positive caring, but with reservations and conditions. Responses by other person are cautious and without any deep revelation of inner feelings or personal experiences.

Level Four

Almost always responds with understanding to the surface feelings of the other person. Sometimes, but not always, responds with empathy to the deeper feelings. Responds with many of his own feelings and means what he says. Responses indicate a genuineness of feeling. Can express even negative reactions in a non-threatening manner to the other person. Clearly communicates a very deep interest and concern. Sees himself as responsible to, not for, the other person. Enables the other person to express personal feelings freely and spontaneously.

Level Five

Responds with full awareness of the other person. Displays accurate and comprehensive understanding of the other person's deepest feelings. Open to experience of all types, both pleasant and hurtful. Comments are always constructive. Enables other person to engage in inward probing of newly discovered feelings about himself and his world. Communicates a very deep respect for the other person's worth and his rights as a free individual. Committed to the value of the other person as a human being.

Filmstrip # 8

1 VOCATIONAL EDUCATION

FOR THE DISADVANTAGED OR HANDICAPPED STUDENT:

2 INNOVATIVE PRACTICES

3 In nearly every town, city, and state in America, vocational educators are implementing special programs and services to help the disadvantaged or handicapped student to succeed. Many new and imaginative approaches are incorporated in these special programs and services.

These new instructional strategies can be viewed in two ways: the "inward viewpoint" and the "outward viewpoint."

4 The "inward viewpoint" focuses on the things that are happening inside our schools; efforts to make vocational education more interesting, more meaningful, and more appropriate to the student's needs, desires, and aptitudes.

5 The "outward viewpoint" focuses on the efforts vocational educators are making to increase community support; to bring the outside world into the school; to make the transition from school to the world of work an easier one for Special Needs Students to make.

6 In this filmstrip, vocational education will be looked at from both viewpoints with the purpose of highlighting the more effective approaches used in programs or services for the Special Needs Student.

First, let's take the inward viewpoint - a look at some of the more promising and productive practices that have been generated by the creative imagination of vocational educators.

7 In several programs designed to meet the needs of students who are actual or potential dropouts, highly successful efforts have been made to coordinate all aspects of the curriculum with all of the activities of the entire teaching staff. This is a concerted effort to help the student acquire -

8 . a better self-concept,

9 . personal-social skills,

10 . computational and language skills, and

11 . marketable occupational skills.

Frequently, these programs require new facilities or the improvement of existing facilities. 12 Classrooms and shops are located close or adjacent to each other to facilitate coordination of vocational and academic instruction. Even if facilities are not new, they are colorful and attractive. These improvements are often the result of student suggestions. 13 When the improvements actually involve student effort and cooperation, the problem of vandalism virtually disappears.

Another focus of the inner viewpoint is the content of the curriculum. The entire curriculum, in many programs, is built around different occupational areas or clusters. 14 This means that the traditional "3 R's" are learned in relationship to occupational requirements, not in isolation from reality. 15 It also means that traditional subjects, such as biology, chemistry, and physics, can serve as the foundations for possible careers, not dry, academic subjects that must be learned for required academic credit.

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16 New staffing and teaching arrangements are part of the new look in vocational education for students with special needs. Teachers function as coordinated teams working together for one purpose: to help the student succeed. The team may consist of the occupational instructor, the computational skills teacher, and the language skills teacher. Another active member of this instructional team may be a counselor who has a wide range of reponsibilities. This team works together in planning and developing instruction. 17 The occupational instructor is a key individual because his knowledge of job requirements helps the others to structure their instruction. 18 Members of the teaching team devote many hours of hard work, during the school year and in summer workshops, to planning and developing materials.

During the regular school year, the team meets frequently to coordinate their instruction and implement the instructional plan. (19) During these meetings, individual student problems are discussed. The counselor may follow up these discussions with counseling sessions with individual students, or, in some cases, making home visits to talk with parents. In this setting, teachers on the teaching team get to know each other on a close, person-to-person basis and students recognize and appreciate the personal interest shown in their progress.

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(20) Another facet of this new inward viewpoint is the emphasis placed on individualized instruction. (21) Group activities such as field trips, simulation, games, role-playing and discussion, are an important part of the instructional plan; (22) however, much of the instruction is in the form of learning packages tailored to different levels and rates of learning. Remedial learning is provided through the extensive use of audiovisual materials and usually in a learning resources center. Students learn at their own level and at their own pace according to their own needs, interests and learning styles.

(23) Flexibility is the key to effective scheduling in this new learning environment. In some places, the school day is divided into work shifts instead of conventional class periods. Students are encouraged to set their own learning goals and to choose their own learning activities. (24) They are encouraged to sample several different occupational areas before making any tentative career choice. (25) There are few rules and regulations in many of these schools and these are established by a representative student committee or council.

In other words, many ways are being tried and tested to help the disadvantaged or handicapped student to become an active participant in learning instead of a potential or actual dropout.

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(26) Now, let's focus briefly on the "outward viewpoint." Many planners of Special Needs programs and services feel strongly that schools have existed too long in a state of isolation or

virtual vacuum. They stress that activities inside the school have little meaning to the student if they have little or no relationship to the world outside the school. To change this picture, several ways have been implemented to get the Special Needs Student into the real world and to get the real world into the classroom or shop.

One of the most effective ways to motivate the student to stay in school is to establish a program in which he or she spends part of the school day outside the school. 27 The work-study programs that have been established in many school systems have proven this, time after time. Work-study and cooperative work experience programs have three positive factors.

28 1. The student receives valuable experience in the world of work while still receiving teaching and counseling support from the school.

29 2. The student is able to apply immediately the work skills and knowledges learned in school.

30 3. The money the student earns through the work-study program helps to meet financial needs and makes continuing in school possible.

Other ways of getting the student into the real world can be provided by work experiences within the school. 31 This can be done in the school business office, cafeteria, book store, or maintenance department.

32 The other aspect of the "outward viewpoint" is getting the outer world into the inner world of the school. This implies the full utilization of all the resources of the local community. Accomplishing this can be a very challenging task for the vocational educator or administrator. There are several ways in which the challenge is being met successfully.

33 The school cannot utilize community resources unless it can gain community support. So the first step is to establish good community relationships. 34 Active participation by vocational educators in community activities, such as fund drives, and on service committees is an excellent way to establish contacts. Through these contacts, other steps become possible.

35 Community support comes from a community that is informed about the goals and needs of vocational education. Programs available for Special Needs Students can be brought to the attention of the public through all forms of communication media. Newspapers, radio, and television can be very cooperative in gaining public understanding and support. Administrators can gain support by talking to service clubs, community and civic organizations, neighborhood and church groups, parent associations, and any other groups who will listen.

Once the community understands the goals and needs of the school, active support will usually be forthcoming. 36 This active support can be through the setting up of advisory committees. Such committees may be useful in several ways. 37 A general advisory committee, made up of representatives of all segments of the community, can provide broad guidance and assistance in working with Special Needs students. 38 Special committees, such as craft, trade, industrial, or occupational area committees, can help in curriculum development, selection of materials and equipment, and in job placement. 39 Another effective working committee can be an Inter-Agency Committee made up of members from public service agencies and other educational facilities.

(30) Forming committees is one thing. Getting them to meet regularly, and to function efficiently is something else. The something else requires constant and energetic efforts on the part of the school administrator and every member of the instructional staff.

(41) The "inward viewpoint" and the "outward viewpoint" combined to make up the (42) "total viewpoint" of the vocational program or services for students with special needs. (43) If what is going on inside the school is helping students to become productive citizens, and if the community is actively involved in making this happen, then the "total viewpoint" is an optimistic one. (44) It holds great promise for the individual student, and for the community, state and nation in which the student is being prepared for a rewarding future.

A closing thought.....

To give its young people the opportunity to acquire knowledge and skills and the opportunity to put them to use when acquired is one of the greatest obligations of a democratic society. With proper motivation and guidance, socioeconomically handicapped youth can then make their contribution to society and achieve personal satisfaction.

Labor, industry, States, communities, and the Nation as a whole, all have a vital interest in solving the problems of the socioeconomically handicapped. Well-trained workers, interested in their jobs, employed where good working conditions exist and fair employment and promotion policies are practiced, are one of this country's greatest resources.

When purchasing power is increased throughout the population everyone benefits, and everyone would benefit if the vast sums of public money now being spent for welfare aid, crime control, and unemployment payments could be reduced.

No particular group has a monopoly of the qualities needed for a satisfying and successful working life, as the melting-pot experience of America proves. Every ethnic and religious group has participated in the building of this Nation. The present explosive and tragic situation has come about chiefly as a result of ignorance and apathy on the part of society as a whole. In recent years it has been aggravated by the dizzying pace of technological change. This change has displaced many workers and abolished many of the entry jobs which formerly helped the unskilled and semiskilled make their start in the world of work.

There is no magic formula for the solution of this problem; nor is it enough to replace rejection with concern. For socioeconomically handicapped youth, the only reliable and lasting solution lies in education and training. It is from the strengths and support education can provide to each student that much of the motivation toward responsible citizenship will come. Every educator is involved. For those in the vocational programs, the recognition of each individual student's worth and potentiality and the attempt to meet his needs are major contributions. The prime requisites are imagination, initiative, courage, and the willingness to begin.

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THE YOUTH WE HAVEN'T SERVED

A CHALLENGE TO
VOCATIONAL EDUCATION

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Persons With Special Needs
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Technical Education

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